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COMMEMORATION OF THE FIFTIETH ANNIVERSARY OF THE UNITED NATIONS

COMPREHENSIVE REVIEW OF THE WHOLE QUESTION OF PEACE-KEEPING OPERATIONS IN ALL THEIR ASPECTS

HUMAN RIGHTS QUESTIONS

Letter dated 11 September 1995 from the Permanent Representative of Austria to the United Nations addressed to the Secretary-General

I have the honour to transmit herewith the report of the Conference on the Preparation of the Civilian Personnel of United Nations Peace-keeping Operations, held at the Austrian Study Centre for Peace and Conflict Resolution, Schlaining, from 1 to 3 July 1995 (see annex), together with the text of the Schlaining proposal on the preparation of civilian peace-keepers. The Conference was organized by the Austrian Study Centre for Peace and Conflict Resolution and supported by the Government of Austria as a contribution to the activities relating to the fiftieth anniversary of the United Nations.

I should be grateful if you would have the text of the present letter and its annex circulated as an official document of the General Assembly, under items 29, 86 and 114 of the provisional agenda.

(Signed) Ernst SUCHARIPA
Ambassador

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ANNEX

Summary report

of

The Conference on the Preparation of the Civilian Personnel of United Nations Peace-keeping Operations (PKOs)
held at the

Austrian Study Center for Peace and Conflict Resolution (ASPR)

Stadtschlaining 1 - 3 July 1995

prepared by Arno Truger and Christopher Cassetta

U.N. High Commissioner for Human Rights, José Ayala Lasso, delivered the opening addresss at Haus International on the campus of the ASPR in Schlaining, Austria. He focused on the important role of civilian peace-keepers in PKOs and the need for a greater awareness of human rights issues by everyone involved in mission activities. Following his address, the convened group of 24 experts in the field of civilian peace-keeping began working to assess the progress and move forward the development process of preparing civilian peace-keepers for PKOs.

The group represented all of the various actors in the complex scenario of civilian personnel training including the mandate designers at United Nations Headquarters, representatives for related U.N. specialized agencies, the Chief of Personnel Management and Support Services, the Chief of Volunteer Operations, Staff Counsellor, representatives from training institutions, academic specialists, military and civilian police training experts, U.N. Field Operation Heads, Foreign Ministry Officials, and trained civilians who have served or are preparing to serve in PKOs.

The conference followed a path from reevaluating the need for civilians in peace-keeping operations to finding ways of meeting the need. Then, they looked at ways of finding the right people and giving them the necessary preparation for fulfilling future mission roles. This led to a discussion of the programs that are now available for preparing civilian personnel including which organizations should be responsible for the different aspects of the overall process. Then the questions were raised as to how the personnel could be assessed after training, how they would be selected for mission assignments and how they would be reviewed for performance after mission completion. It was also discussed that a post mission debriefing be constructed to determine the "lessons learned" so that the overall process of fulfilling the growing need for quality personnel can receive a constant inspection and adjustment. There was important dialogue in each of the listed categories and consensus was reached on several important points. This summary report highlights the discussions that took place and provides the main ideas that were suggested for the future development of the civilian personnel preparing for PKOs.

The first step in determining the scope of future efforts to prepare civilian personnel was to assess the need, both present and future. Several representatives from the U.N. offered descriptions of current civilian involvement in peace-keeping operations and projections for growing demand based on the increasing number of PKOs that the U.N. is undertaking. It is estimated that there are presently 11,000 civilian personnel involved in PKOs. At the time of the Schlaining conference, an increase in personnel of approximately seven percent is needed to fully staff ongoing PKOs. The group discussed the desire to replace a significant number of personnel presently deployed but, who are

not meeting job expectations. Additionally, needs for planned expansion in both present and new PKOs were discussed, however, it was agreed that until specific requirements for these missions are outlined it would not be viable to determine accurate staffing. These factors combined with the increasing roles that have been described for civilian personnel in planning documents like the Secretary General's "The Agenda For Peace", point to the obvious growing need for a pool of well prepared applicants to meet U.N. civilian peace-keeper requirements.

After having agreed on the growing need for quality personnel, the second step was to examine the ways to meet it. This began with an important statement by Luiz Da Costa, Chief of Personnel Management and Support Services for the Field Administration and Logistics Division at DPKO, in which he outlined the significant problem of satifying the demand for capable mission workers. He described the present situation as having large numbers of people applying for civilian peace-keeping positions, but because the great majority have no experience, education, or other qualifications regarding mission activities, the need for quality personnel remains unmet. At this point, the system of relying on an existing small pool of civilians who have been on missions and proved their ability does not suffice. He suggested the need to prepare more individuals to meet the demand with the clear understanding that until they have been tested in the field, their ability to perform would remain a question. However, through a careful selection process, followed by a well designed training and accurate assessment, more quality personnel could enter the pool of civilian mission workers.

Focusing on the idea that the quality of the output from preparation programs would be directly related to the quality of input, the group recommended that the people who are selected to receive training should possess certain charateristics compatible with their future responsibilities as peace-keepers. Included in an evaluation should be the educational background, language abilities, professional background or work experience, personal characteristics, and their record of motivation and commitment. The discussion stressed the importance of investing time and energy at this early stage of the process so that the highest percentage of eventual recruities are eventually produced.

After discussing selecting the candidates, the group looked for an education system, curricula, and methodology that could provide the necessary qualifications for recruits. The International Peace-keeping and Peace-building Training Program (IPT) at the ASPR has been offering a comprehensive preparation program for civilians since 1993. By the end of 1995, two other regional programs will be operational and more are scheduled for the future. Also, representatives from various agencies of the U.N. described specialized programs used to prepare civilian personnel for their operations but agreed on a lack of comprehensive general or specific education for both new and experienced personnel. The Schlaining Proposal, a model that is based on the experiences of the IPT and a corresponding research project that is a joint effort of ASPR, Limerick University in The Republic of Ireland, and The Joint International Program on Conflict Resolution and Ethnicity (INCORE) of Ulster University in Northern Ireland and the UN University in Tokyo, Japan, was offered as a suggestion for starting the discussion. There was a detailed presentation of the Schlaining Proposal that included the following main segments.

The first segment is a basic preparation that creates a pool of trained personnel familiar with a fundamental knowledge of PKOs (general preparation) and their personal and

professional mission roles (function specific preparation) irrespective of the mission they will become involved in.

For the general preaparation, the IPT Foundation Course was offered as the example for demonstration and was included in the conference documents as Apendix A. The general or foundation course includes: history and development of U.N. peace-keeping and it's civilian part, the role of the U.N., governmental and non-governmental organizations in PKOs, intercultural understanding and communication skills, management skills, human rights protection and assistance, humanitarian assistance, empowerment for political participation, sustainable development. It includes study of the principle civilian strategies and practices for conflict transformation: the nature and function of principle conflicts of the 1990's, international conflict resolution, and PKO strategies and practices. Also, the foundation course teaches practical applications and circumstances of field operations including: organizational framework and development management, aspects of individual participation, cooperation with CivPol and Military mission components, communications procedures, and understanding personal roles and teamwork. The instruction language is English. The program is operated six days per week. Each weekday includes 8 sessions lasting 45 minutes and Saturday has 4 sessions that end at midday. Students evaluate the course at the end of each week and overall at the end of the program. Each student is evaluated by an IPT course facilitator who is present at all sessions and by a faculty member.

As a second part of basic preparation the Schlaining Proposal schedule function specific courses. They are designed to prepare civilians to fulfill specific tasks in PKOs. These include: electoral assisting, human rights protection and assistance, humanitarian assistance, information dissemination, empowerment for political participation, post conflict reconstruction, adminstration and management of field operations, and conflict transformation techniques. Students are selected for specialization training based on professional skills or work experience that is compatible to the mission task. The training lasts for one week and includes aproximately 40 hours of training. Review processes are similar to the general course.

The second segment of the Schlaining Proposal is a mission specific preparation. Prior to deployment to a mission and on the job. It focuses on the specific conditions that the peace-keeper encounter in the mission area and on the functions of the organization they are assigned to. Discussed are: mission objectives, mandates, the political legal, social, cultural, and economic conditions, logistics, and medical conditions in the area. Also, according to the special character of certain missions, participants could also be prepared in formal radio communication procedures, driving and maintaining of four wheel drive vehicles, mine awareness and basic first aid.

The Schlaing Proposal also includes a post mission debriefing in which the experiences of the peace-keeper during both the training and mission deployment are reveiwed so that improvements can be made in future programs. Related to this is an ongoing scientific analysis of the process aimed at enhancing preparation systems.

After the presentation, the floor was opened to questioning, discussion, and criticism. Several important additions were recommended for the model and the overall Schlaining Proposal. Although significant attention is already directed to preparing peace-keepers for the psychological stess of mission work, it was emphasized that an even greater

attention should be given to the personal psychological aspects of the preparation. At a minimum, it was suggested that at least one day in the three week foundation course should be dedicated to this topic so that potential mission workers understand the kinds of pressures and stress situations they may encounter throughout their experience. New programs designed by the U.N. Counselling Department were suggested for integration to the proposal. It was further recommended that a trained psychologist monitor the entire preparation course and be the primary evaluator of the students. Related to this topic, another aspect for improvement of the model was the post program assessment. Representatives from several U.N. organizations suggested the development of a specific reporting tool that would describe how the participant perfomed during the training and he or she scored in critical functions. It was suggested that this tool be universal for the regional preparation centers so that there could be a common evaluation for recruiting. Other suggestions for improving the program included a multilingual training format stressing the importance of language capabilities for U.N. civilian peace-keepers and a segment regarding applying for U.N. employment. With regard to formal radio communication procedures, driving and maintaining of four wheel drive vehicles, mine awareness and basic first aid it was proposed to include these topics already in the basic preparation. The overall reaction to The Schlaining Proposal and IPT example was very favorable and it was recognized as an ideal formula for preparing civilians for PKOs.

To identify the organizations that can do the job of preparing the civilain personnel for U.N. peace-keeping roles, the group continued an examination of existing education efforts. In harmony with earlier points, they faced the reality that the demand for teaching far outstrips the present capability particularly in light of the consensus regarding the ideal prepatory programs. The U.N., although actively involved in specific agency training, is not now and does not plan to foster a large scale civilian peace-keeper preparation program. Instead, it supports the proposal for privately or member state sponsored regional training centers whose curricula and methodology will be related to the future requirements of the U.N. and it's PKOs. This system would provide a global network for civilian personnel education designed to meet U.N. needs and allow a greater contribution from non-U.N. resources for it's development and operation. During the next several months, important decisions will be made that will shape this regional training framework and steps will be taken towards organizing an effective communication network, a critical factor for the success of the regional center plan.

Along the theme of effective communication, the conference turned it's attention to developing a common language in the area of assessment. This topic had the broadest range of opinions as specialists from a variety of backgrounds offered their theories of how assess potential mission candidates. The comments by Special Assistant to the Under Secretary General, Youssef Mahmoud, captured the thoughts of the larger group when he asked the questions, "Can the person do the job?" and "Does the person have the will to do the job under severe circumstances?". These questions expressed the important idea that whatever the preparation or level of expertise a candidate might possess, the only real test is how they perform under the pressure of an actual mission. Luiz Da Costa was quick to agree with Mahmoud and shared the complexity of sifting through the 500 to 1000 applications he receives weekly for civilian personnel positions.

The group forwarded the idea that a profile of successful PKO performers could be matched against applications and that certain cognitive skills and personality characteristics should be assessed as part of a preparation program, preferably by a

psychologist familiar with the mission environment. Through careful selection of participants for education programs and assessment of their performance in the program, the DPKO Personnel Management Department could have a better pool of applicants to match against the successful PKO performer profile. This could act as a screening process through which candidates with higher potentials for success are identified. Further, specific mission templates could be matched against profiles to find candidates with special abilities pertainant individual missions and mission roles (i.e. language or regional expertise). The system would be managed via a data network that would link personnel lists at regional training centers, member states, and U.N. Specialized Agencies with the main DPKO database so the searching and matching of candidates to positions can be done electronically. The common language and terminology used for this process is now being developed by the DPKO Personnel Management Department and is expected to be available for use in the near future. It is recognized that this process cannot answer Mr. Mamoud's very important questions, but that it would be a significant step in the right direction towards improving the quality of civilian personnel in PKOs.

It was recommended that a system for reviewing the performance of civilian peace-keepers be developed around the concept of determining the lessons learned through the experiences of the personnel who have been supplied through the new preparation system. Youssef Mahmoud offered example of the U.N. Special Representative experience in Angola and the lesson learned, "the Special Representative needed to visit UNHQ regularly for the exchange of reaction and support". Along with changes in traditional reviewing procedures for U.N. staff, information aquired from debriefing mission personnel who have been through the selection, preparation and recruitment process, should be used to learn ways of improving future programs and for enhancing the continuing scientific review. It was suggested that a formal debriefing program lasting two or three days could be conducted at Schlaining.

In conclusion, the conference produced important benefits for the process of preparing civilian peace-keepers for PKOs. There is a clear direction for further development of the education programs and a plan outlined for integrating trained personnel into the recruiting pool for civilian positions in PKOs. There remains a significant need on the part of the U.N. for quality recruits and the ideas suggested during the conference will help address this need. It was universally agreed that future exchanges of information similar to the Schlaining Conference would be equally beneficial and consideration should be given to planning the next meeting. Further, it should be noted that a more detailed investigation into the results of the conference will be included in the final report of the ASPR's research project on the Preparation of Civilians for PKOs.

LIST OF PARTICIPANTS

Conference on the Preparation of the Civilian Personnel of United Nations Peace-Keeping Operations (PKOs) July 1 - 3, 1995

RESOURCE PERSONS AND SPECIAL GUESTS

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Luiz DA COSTA	Chief, Personnel Management and Support Services, Field Administration and Logistics Division, Department of Peace-Keeping Operations, New York
John DARBY	Director of INCORE, Univ. of Ulster
Vincenc DEL BUONO	Interregional Advicer for the Crime Prevention and Criminal Justice Branch, Vienna
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APPENDIX

THE PREPARATION OF CIVILIAN PEACE-KEEPERS

("The Schlaining Proposal")

prepared for

The Conference on the Preparation of the Civilian Personnel for United Nations Peace-Keeping Operations

Saturday, 1 July - Monday, 3 July 1995

at the

Austrian Study Center for Peace and Conflict Resolution

Stadtschlaining, Austria

by

Andrea Haberl-Zemljic and Arno Truger

THE PREPARATION OF CIVILIAN PEACE-KEEPERS

The future development of the preparation and the success of civilian peace-keepers will depend on:

- The future of PKOs with civilian involvement,
- The need for the preparation of civilian personnel (quantity and quality of missions and civilians involved),
- The orientation of the preparation in general (objectives, structure, main elements and the timing of the preparation),
- The composition and organization of the main elements (course outlines),
- The participants of the programs,
- The methodology that informs the course designs,
- The recruitment procedures (criterias, rosters, cooperation)

1. THE FUTURE OF PKOs WITH CIVILIAN INVOLVEMENT

The newly emerging conflict situation after the "Cold War" is characterized by an increasing number of intra-state conflicts and a growing international political, economic, ecological and military dependence upon these conflicts. This development has led to an increasing necessity and legitimacy for outside intervention and caused an increasing challenge for international organizations like the agencies and organizations of the UN to become engaged.

They face the problem that the manyfold character of conflicts makes them very difficult to understand and handle. There is a lack of concepts, structures, methods and instruments (including material basis and prepared manpower) because the traditional resources are no longer adequate in view of the new developments. This is clearly proved by the results of the increasing international involvement in conflict resolution. They are far from satisfactory. This is widely held to be due to a number of reasons, which have also been highlighted in "Agenda for Peace" and the supplement to it by UN Secretary General Boutros Ghali:

- Intervention occurs at a time when conflicts have already escalated in a violent manner, i.e. it comes too late;
- Military strategies dominate over political approaches;
- The distinction between peace-keeping and enforcement has blurred;
- The personal and social conditions and circumstances which are at the basis of the conflict and which could play a role in conflict de-escalation are not taken sufficiently into account;
- Civilian conflict resolution strategies are dominated by a "top-down" approach. Traditional diplomatic skills and strategies are not sufficient in protracted conflicts with various societal roots and various conflict parties. The peace-building capacity of the "civil society" is neglected.
- Civilian conflict resolution strategies are dominated by a "western" approach.
- The limited cooperation and coordination among various organizations involved;

- An absence of adequate training for people involved in civilian conflict resolution missions

This critique points at a need for peace-building activities that are co-ordinated on an international level, non-violent, flexible and practical and which can counteract violent escalations at an early point

This need is clearly reflected by the development of the "new generation" of PKOs

- Preventive PKOs have been invented,
- PKOs have become "multifunctional", a much wider range of activities related to conflict de-scalation is taken care of, civilians involvement in PKOs is increasing[1],
- The acknowledgment of the basic principles of peace-keeping (i e the consent of the parties, impartiality and the non-use of force except in self defense),
- There is an increasing cooperation between the staff of PKOs and the "civil society",
- a growing cooperation among UN organizations and with other humanitarian, peace, and development organizations in the mission area

2. THE NEED FOR THE PREPARATION OF CIVILIAN PERSONNEL

As peace-keeping operations rapidly develop into complicated mechanisms that focus on a multitude of activities, there are increasing efforts to enhance the preparation of civilian peace-keepers However, the United Nations are overwhelmed with the task The Department of Human Resources and Management has yet to respond to these newly emerging conditions as existing HQ staff resources are insufficient in respect to the new tasks Subsequently, there is a recognized shortage of adequately prepared mission personnel The Department for Peace-keeping Operations at the United Nations HQ, whose task it is to provide mission personnel, relies to a large extent on international staff who generally form the largest proportion of missions There are only a few established criteria for the selection of personnel, but there is no comprehensive profile for civilian peace-keepers In many instances, the majority of the civilian personnel are entrusted to cope with the responsibilities and pressures created by such missions with extremely limited preparation

What is offered at the moment for civilian personnel within and outside the UN is pre-mission briefing, but no real preparation In the best of cases civilians are introduced to their mission tasks through a short-term course For UN civilian personnel, there is virtually no formal training program for PKOs However, some personnel may have previous mission experiences Similary, for non-UN personnel, there are few training possibilities [2]

In An Agenda for Peace", the Secretary General of the United Nations responded to this need by encouraging the establishment of regional training centers In response, the Austrian government supports the development and the implementation of the International Civilian Peace-Keeping and Peace Building Training Program (IPT) in Stadtschlaining, and the UNITAR Program in Preventive Diplomacy Subsequently, regional centers focusing on the preparation of civilians are being

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[1]"One of the major new developments in the United Nations peace-keeping is its progressive evolution towards greater involvement of civilian personnel " Joint Inspection Unit Staffing of the United Nations Peace-Keeping and Related Missions (Civilian Component), p iv.

[2]A review of specialized training of civilian aspects, conducted by the Stimson Center in 77 countries showed that, as the end of 1993, over 85 per cent of the countries surveyed had no such training (The Henry L Stimson Center, report No 12, July 1994).

developed in Canada, Italy and Spain. Several other countries now offer courses on mission specific tasks such as election monitoring. Also, Sweden is establishing an international institute for democracy and electoral assistance which will include some training functions.

However, "there is no formal delineation of functions among the many entities sharing training responsibilities and there is as yet no coordinating mechanism to ensure that they operate in a complementary manner."[3] What is needed are comprehensive standardized training programs that fit the needs of PKOs as well as a coordinated cooperation of concerned institutions to build up a pool of adequately trained civilian personnel available for PKOs.[4,5]

With regard to the need for trained civilian personnel the main questions would be: what numbers of civilians with what kind of qualifications might be required by the UN in the near future? There are two necessary requirements in order to provide this important information. There has to be an assessment of the personnel needs for future missions and of the existing pool of personnel. The first requirement has to be met by the UN Secretariat on the basis of an assessment of the future involvement in UN missions. For the latter, an evaluation on the basis of established job profiles and criteria would be necessary. This assessment should be done both within the UN as well as within Member States. This could also include an evaluation as to how many of the potential resource persons would be available in a framework of stand by arrangements.

3. ORIENTATION OF THE PREPARATION IN GENERAL

Our research and discussions with experts in the field of peace-keeping indicate that the preparations should include the following stages:

* Basic preparation (creating a "pool" of trained personnel familiar with a fundamental knowledge of PKOs and their personal and professional mission roles, irrespective of the specific mission they will become involved in):
  - general preparation;
  - functions specific preparation (for professional skills with regard to the specific functions of civilian peace-keepers).
* Mission specific preparation (preparing the mission personnel, who already have basic preparation, for the specific conditions of the mission):
  - prior to deployment (since the personnel already have a basic training, mission specific preparation prior to deployment has not to be longer than one week and could be organized in the mission area before the start of their mission so the training is both effective and economical.
  - on the job training (details on certain mission-specific tasks and the conditions under which they will be implemented have to be presented on site).

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[3]Final report on the in-depth evaluation of peace-keeping operations: start-up phase; Note by the Secretary-General. E/AC.51/1995/2, 17 March 1995.

[4]GA resolution 47/71 of 14 December 1992 requested the Secretary-General, inter alia, "to consider establishing a training program for key staff personnel with knowledge of peace-keeping operations with a view to creating a pool of trained personnel with knowledge of the United Nations system and its working procedures".

[5]see the suggestions of the Joint Inspection Unit: Staffing of the United Nations Peace-Keeping and Related Missions (Civilian Component), Geneva 1993.

- Post-mission debriefing (the experience drawn from past missions should be made available for helping to prepare staff for future missions)
- Ongoing scientific review and analysis (for the amelioration of the preparation and the practice of PKOs)

3.1 Basic Preparation

Regardless to which mission civilian personnel will be seconded to, all civilians who are willing to serve in missions and who fulfill certain requirements should receive general preparation and function specific preparation. Such trained personnel should form a pool of civilian experts to be seconded to a specific mission according to their special knowledge and skills.

3.1.1 General preparation

The general character of the conflicts and the strategies and practices used in conflict resolution by the civilian peace-keepers require a multitude of non-mission-specific and non-profession-specific skills and knowledge by all mission personnel. Hence, regardless to which mission civilian personnel will be seconded to, all civilians who are willing to serve in missions, and who are fulfill certain requirements, should receive a thorough general preparation. The general preparation should include the development of sustainable skills applicable under extreme conditions and to a wide array of conflict situations.

In order to root conflict transformation within societies that are experiencing protracted conflicts, the preparation should help peace-keepers deal with a lack of sufficient material infrastructure, stark prejudices and enemy images, proneness to violence, inadequate health care and supply systems, and refugee problems. This would require a general knowledge of how to manage the complexity of culturally pluralistic and deeply divided societies.

Trainees should become familiar with the communication skills and intercultural understanding necessary in environments that are frequently hostile and unfamiliar to them. In addition, the general preparation should aim to create a common language which will include the learning of a joint mode of communication and provide a conceptual basis for civilian peace-keepers who are coming from different professional backgrounds and who will work in countries with people of different cultures. The end product will be the creation of an embryonic common culture of conflict resolution that will provide the basis for global community building.

The general preparation should provide the peace-keepers with a fundamental knowledge of PKOs of the UN. This will require a focus on the United Nations in general, and other UN organizations in particular. Civilian peace-keepers should also be familiar with other organizations like OSCE, EU, NGO's, etc. This is necessary because of the need for cooperation and coordination during field operations. Civilian peace-keepers should also learn about practical experience relating to conflict analysis and conflict transformation strategies. General preparation should also cover the responsibilities and relationships of the peace-keepers towards the conflict parties, their fellow workers and themselves. With regard to the latter, the problems of long separation from families, and poor or infrequent communications with their relatives and friends should also be dealt with in the preparation.

An example of a general preparation is the IPT Foundation Course held in Schlaining. It is three weeks long and explores inter alia the following principle elements:

WEEK 1:

- Background and Objectives of the Civilian Peacekeeping and Peace-Building Activities
  - development of UN Peace-keeping and it's civilian part
  - role of UN and other governmental and non-governmental organizations

- Basic Requirements for Civilian Participants
  - intercultural understanding
  - communication skills
  - management skills

WEEK 2:

- Major Civilian Functions
  - human rights protection and assistance
  - humanitarian assistance
  - empowerment for political participation
  - sustainable development

- Principle Civilian Strategies and Practices of Conflict Transformation
  - nature and function of principle conflicts in the 1990's
  - principle strategies of international conflict resolution
  - principle civilian strategies and practices in PKOs (arbitration, facilitation, negotiation, mediation

WEEK 3:

- Practical Applications and Circumstances of Field Operations
  - organizational framework, development, and management
  - organizational aspects of individual participation

- Cooperation and Formal Communication Procedures in Field Operations
  - cooperation with UN civilian police and "blue helmets"
  - communication procedures
  - personal role and team work

3.1.2 Function Specific Orientation

Corresponding to the changing character and strategies of conflict transformation in general and the development of multi-dimensional PKOs in particular, the activities of civilian peace-keepers have changed. Concrete examples of civilian peace-keeping activities include mediation and confidence-building among the conflict parties, humanitarian aid (including medical care, care and resettlement of refugees, etc.), reconstruction assistance, stabilization of economic structures (including the establishment of economic links), monitoring and improving the human rights situation and the empowerment for political participation (including election monitoring and assistance), interim administration for short term stability improvement, the establishment of educational structures and programs designed to eliminate prejudices and enemy images, and campaigns informing and educating people about the civilian peace-keeping activities at hand.

This variety of activities could be subdivided in the following major functions of PKOs:

- Roles and Strategies for 3rd Party Involvement (i.e. facilitation, mediation, negotiation, arbitration)
- Preventive Diplomacy and Peacemaking
- Human Rights Protection and Assistance (including fact finding, monitoring and technical assistance)
- Administration and Management of Field Operations
- Information Dissemination
- Empowerment for Political Participation
- Humanitarian Assistance
- Post-Conflict Reconstruction, Rehabilitation and Repatriation
- Electoral Assistance

Schlaining students receive function specific preparation in at least one of the major activities. The additional one-week training contributes to a professionalization of the work of civilian peace-keepers and seeks to optimize their performance of mission tasks.

3.2 Mission Specific Preparation

The success of peace-keepers will rely on the specific preparation for conditions in the mission area, they need to adapt themselves as much as possible to the conditions unique to each mission and to link their activities to the diverse character of today's prevailing conflicts and the involved actors. Therefore, the societal conditions and circumstances in a mission are of primary importance for civilian peace-keepers. These are often indicators of the root causes of conflicts and as such they form the working basis for the conflict de-escalation efforts by civilian peace-keepers.

Multi-disciplinary peace-keeping operations, the kind that the U.N. increasingly finds itself involved, are attempts to meet a complex challenge. In doing so, it's organizations and their civilian peace-keepers face the problem of increasingly complicated mandates and organizational structures in which their work becomes more and more difficult. In addition, the problem of communication among the different actors of PKOs and related activities increases.[6]

These problems and tasks require mission specific preparation prior to deployment as well as an on the job training.

3.2.1 Mission specific preparation prior to deployment

The specific conditions that civilian peace-keepers will encounter and the specific roles and functions of the organizations they will be seconded to, require a familiarization to the following details:

- mission-specific objectives, strategies, structures, logistics, and instruments;
- the special purpose and the mandate of the mission,
- the specific political, legal, social, cultural and economic conditions relative to implementation and realization,
- logistics (procedures for security assessment, regulations required to follow the rational for the mandate, resource management, reporting),
- medical conditions in mission areas.

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[6]Alvaro des Soto, Graciana del Castillo: Obstacles to Peacebuilding, in: Foreign Policy, Number 94, spring 1994, p.71.

Also, according to the special character of certain missions, participants could also be prepared in:

* formal communication procedures (radio communication, satellite telephone equipment);
* driving and maintaining of four-wheel drive vehicles;
* mine awareness;
* basic first aid.

3.2.2 "On the job" training

Details on certain mission specific tasks, and the conditions under which they will be implemented, have to be trained on site.

3.3 Post-Mission Debriefing

There should be a debriefing process after the deployment during which there is a mission-specific evaluation of the peace-keepers and their preparation's efficacy. Debriefing could be linked to the mission specific preparation, so that the experiences drawn from past missions could be made available to participants for future missions.

3.4 Ongoing Scientific Review

Throughout all stages of preparation mentioned above there should be a continuous scientific review and evaluation that is aimed at providing continuous feedback to the various phases of preparation, as well as continually reinforming the preparation programs.

3.5 The Timing of the Preparation

Duration is a key factor of the preparation. Longer preparation will mean a broader and more detailed scope but may effect the number of available participants. A high quality preparation program foresees a minimum of five weeks, according to the experience from the "International Civilian Peace-Keeping and Peace-Building Training Program" (IPT): three weeks for the general preparation, one week each for function specific and mission specific preparation.

This schedule has proved to be especially limited with regard to the function-specific preparation. It depends on the degree of difficulty of the functions, the amount of pre-training experiences of the trainees, and the degree of preparation which should be reached. Additional preparation might be necessary and could be provided either by the program or by outside profession-oriented specialization courses or through correspondent educational methods.

However, all preparation elements do not have to be to taken at one instance: the general preparation, the function specific preparation and, especially, the mission specific preparation could be taken separately. This would make the participation also manageable for participants who cannot receive all components in sequence. However, according to the IPT experience, it makes sense to try to complete the preparation in two steps in order to minimize travel costs: firstly, there should be the completion of the three week general preparation and the one week function specific preparation; secondly, immediately prior to mission deployment, the one week mission specific preparation should take place.

To maximize the peace-keeper's performance from the outset, mission specific preparation should take place in a timely relation to the beginning of their mission experience. Since the trainees already have a basic training, mission specific preparation prior to deployment need not be an extended process. Organization of this training in the mission area before trainees start their jobs would spare both time and costs.

4. THE COMPOSITION OF THE MAIN ELEMENTS

4.1 Basic Preparation

4.1.1 General preparation

For general preparation, the 3 week IPT Foundation Course might serve as a model. (An outline of this course is attached in Appendix 2). However, it should be noted that it is undergoing revision and amendment on the basis of UN contributions and the experiences of other training centers. The latter might use a similar approach in order to contribute to a standardized preparation for PKOs.

4.1.2 Function specific preparation

For function specific preparation, the experiences with IPT specialization courses might contribute to the development of standardized programs. For further development of these courses and for harmonizing them with other programs in order to conduct training in a standardized manner, concrete job profiles and criteria would be needed from substantive departments of the UN system.

With regard to preparation of diplomats and high ranking UN officials in preventive diplomacy and peace-making, experiences of IPT and UNITAR should be taken into account.

For supportive functions, like administration and management of field operations, the development of course outlines would depend nearly entirely on the experiences of DPKO and OHRM.

For higher level functions in administration and management of field operations including engineering and transport functions, the development of course outlines would depend on close cooperation of civilian and military staff of the UN.

4.2 Mission Specific Preparation

4.2.1 Prior to deployment

The development and organization of mission specific courses are very much related to the organization that is responsible for the field operation. However, this organization could be supported by training institutions outside of this organizations, especially with regard to information on the specific political, legal, social cultural and economic conditions in a mission area.

4.2.2 "On the job" training

The preparation "on the job" will nearly entirely depend on the concrete job conditions. It is therefore not accessible by prepared course outlines. "On the job" training will merely have the character of supervision, of established regular contacts of experts from the organization, visiting the civilian peace-keepers and talking about their needs. However, the development of a "checklist" about topics that should be raised seems to be useful. Again, this has to be organized by the organization that is responsible for the operation and may be supported by outside experts for supervision.

4.3 Post-Mission Debriefing

Since post-mission debriefing is important for both, the organization that was responsible for the field operation and the training institution who did the preparation, both might become involved in the development of outlines for debriefing. However, since they have different objectives it might be of advantage to organize post-mission debriefing jointly. That would spare time and costs and would strengthen the cooperation.

4.4 Ongoing Scientific Review

Since the preparation of civilian peace-keepers is a rather new field like the civilian peace-keeping activities as such, scientific research is in the interest of institutions involved in PKOs and of training institutes. Research will benefit from precise questions formulated with regard to the needs of the practice and preparation of PKOs.

5. PARTICIPANTS

Preparation should be designed for UN personnel and others who wish to participate in future PKOs. The success of the preparation will rely on an international recruitment. It is of significant advantage to recruit participants with different cultural backgrounds including individuals from conflict areas. Such a diversity of participants helps to develop some main elements of the mission preparation theory including an awareness of multicultural settings commonly found in protracted conflicts.

The preparation should be offered to a wide range of professionals, (e.g. administrators, logistic experts, health personnel, educators, engineers, development workers, economists, etc.). Soldiers and police personnel should be represented but their participation should be limited during the substantive preparation for civilian functions. However the involvement of one of those groups per course contributes to a better understanding and cooperation in the field. A joint training of civilians together with military and police personnel on a larger scale is only needed for high-level functions in administration and management of field operations including engineering and transport functions where civilian and military functions become very much interrelated.

Preparation should also include participants from different governmental and non-governmental organizations. This would help cooperation of different organizations in the field. Special emphasis should also be placed on members of NGOs (development organizations, religious organizations, human rights groups, etc.,) who are already experienced in developing countries or crisis situations. NGO personnel adequately trained could function as a link between PKOs and NGO activities within the conflict region.

Although the General Assembly stated, that the training of peace-keeping personnel is primarily the responsibility of Member States"[7], there is a difference between the preparation of UN staff and mission personnel that are recruited from outside. It seems clear, that the responsibility for the training of UN staff members rests with the UN. The training of personnel recruited from outside the UN system falls mainly within the responsibility of Member States who increasingly make use of existing training programs or who support the creation of new training centers. Of course, the UN might also make use of training capacities of Member States and their training centers, especially

[7]Paragraph 45 of the GA resolution 48/42.

with regard to UN staff who are preparing to serve in a mission for the first time or in a new capacity.

Applicants who are applying for peace-keeper training programs for the first time will be required to fulfill certain pre-conditions:

- personal (prepared to work under physical and psychological hardship conditions, able to engage in intensive team-work, prepared to be at the UN's disposal on short notice and to take part in PKOs);
- professional qualifications;
- technical (e.g., holding a driving license);
- language (good knowledge of English, and possibly other languages).

Previous mission experience from within conflict areas or within UN and NGO fields would be an additional merit.

Selection of personnel would depend on the review and screening of application forms including letters of reference, health certificate, and the final decision by a board charged to consider all the elements.

In any case, the recruitment of participants in the preparation has to be linked to the recruitment needs of the PKOs. Close cooperation between preparation organized by the UN and by other organizations should be established and the working counterparts have to be identified.

6. METHODOLOGY

The described orientation of the preparation (see point 3) reflects the importance of so called contact skills (i.e. skills, that are practiced in direct interaction with people), and particularly the importance of the specific dispositions of the trainees. Hence, a highly interactive methodology of the preparation is required. Information has to be accompanied by interaction, reflection, and integration as fundamental aspects of the learning process.

As for information, lecturers will primarily use the case study approach and will especially focus on recent activities of the UN and other governmental and non-governmental organizations. In most cases after a lecture, working groups will be informally convened so that participants can have in-depth discussions and openly explore questions. Basic information of organizations and organizational structures relevant to PKOs should be made available beforehand in order to help participants to prepare themselves in advance.

Through participation in exercises such as the case analysis of conflict escalation and de-escalation factors, and focused interactive exercises (simulations, role-playing, etc.) participants should practice conflict analysis skills and gain experimental knowledge of different concepts.

In order to enhance communication skills and intercultural understanding and to learn how to deal with one's own role within the team and vis-à-vis the conflict parties, interactive exercises such as role-games and simulation exercises should be used. To integrate the content from the material covered during the training into the framework of the previous experiences of the trainees, discussions and evaluations should take place regularly after certain training periods.

In order to implement this methodology, resource persons are needed with:

* practical experiences with civilian activities in PKOs,
* a conceptual background in civilian peace-keeping,
* teaching skills.

7. RECRUITMENT

7.1 The need for improvement

When it comes to civilians working for PKOs, the Member States have the responsibility for their training as well as for their recruitment. Of the approximately 10,000 civilians who are working in PKOs, over half are recruited from outside of the UN system. This is done on an individual basis. Further, the UN faces an increasing need for qualified civilians that it cannot satisfy through its own present means. Obviously, there is a lacking pool of key staff personnel for PKOs.[8] In this sense it is again up to the Member States to come up with a proposal how to improve the actual situation in the field of recruitment regarding civilian personnel which can be presently characterized by a fragmentation of recruitment procedures and by uncoordinated and ad hoc recruitment decisions.

This proposal of the ASPR for the recruitment of civilian peacekeepers describes how the selection of trained civilians could be handled and which role the UN could play in this frame.

7.2 The Present Situation of the Recruitment of Civilians for PKOs within and outside of the UN

Within the UN system sources for civilian staff are:
* UN Secretariat
* UN Specialized agencies
* Former UN staff
* UNV

Outside of the UN system sources for civilian staff are:
Member States and NGOs (see enclosed list).

Each of these institutions have their own roster of qualified civilians:
* Within the DPKO there is a roster of experienced people, including retired UN staff. By now there is also a roster of external candidates for mission assignment that contains now over 5,000 names.[9]
* The UN Specialized agencies have their own rosters of qualified people.
* UNV is developing a closer cooperation with the UN regarding recruitment.
* Each member state has its own roster of qualified people or is delegating this task to an NGO.

As for training, for recruitment there is yet no coordinating mechanism to ensure that the different institutions operate in a complementary manner. What is needed therefore is a frame of cooperation between those institutions which would coordinate the recruitment procedures with the help of agreed upon criteria.

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[8]GA resolution 47/71 of 14 Dec 1992.

[9]Report of the SG, A/48/403, S/26450, 14 March 1994.

7.3 Steps Towards the Improvement of Recruitment

For a recruitment that fits the need of PKOs in assigning the right people for the appropriate job, the following pre-conditions seems to be necessary:

* Comprehensive criteria for all civilians
* Comprehensive database
  - establishment of rosters
  - assessment of applicants qualifications
* Comprehensive recruitment

7.3.1 Comprehensive criteria for all civilians

As for now, the Personnel Management and Support Service within the Department of Peacekeeping Operations compiles plans which determine civilian structures and personnel requirements for field missions.[10]
This work could be continued and expanded towards a compilation of comprehensive criteria for all civilians. Comprehensive criteria for the selection of civilians for PKOs could be established in cooperation with already existing training institutions. These criteria would be used then by all organizations when selecting civilians. The criteria should entail:

* job descriptions of every function within the civilian part of an PKO;
* a description of general skills and knowledge needed for each PKO;
* a description of special skills and knowledge needed for each function within a PKO;
* external factors as language skills, experience, age.

Partly, this is a task that also OHRM has already begun to fulfil in separating the skills required into two major groups. These are basic knowledge and skills required for all missions staff and special knowledge. However, there are no job descriptions available.[11]

7.3.2 Comprehensive database

The mentioned comprehensive criteria should function as the basis of a comprehensive database. The "establishment of a comprehensive database to cover civilian as well as military resources", was strongly encouraged by the Security Council as well.[12] Such a database could be established by DPKO.

7.3.2.1 Establishment of rosters

Compatible data banks should also be established at the level of the other concerned UN agencies, regional organizations, and in each of the UN Member States. They should function as rosters in order to communicate available civilians from the national, regional or agency level to the data bank of DPKO.

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[10]Final report, E/AC.51/1995/2, 17 March 1995.

[11]Briefing Note on Training the Civilian Component of United Nations Field Operations, March 23, 1995.

[12]S/PRST/1995/9.

7.3.2.2 Assessment of applicants qualifications

The database would be of special importance for training institutions. If they want to advance their trainees into PKOs, they would work through established rosters that they could relate new candidates to. On the other hand, the recruitment of well prepared experts who possess recognized qualifications and are known with regard to the established criteria, is much easier than the recruiting of people whose qualifications are not known or are not already checked against the needed qualifications.

In order to asses the trainees' qualifications, the development of assessment procedures is of critical importance. On the basis of the established criteria, training institutions could develop such procedures. They would have to take into account the trainees qualifications with regard to:

- cognitive knowledge
- emotional skills
- stress factors.

7.3.3 Comprehensive Recruitment

DPKO could develop in cooperation with the participating institutions a system of how information about qualified civilians (roster) can flow on a regular basis according to the requirements. The other training and recruitment institutions with rosters would keep their rosters with the condition that each roster would have to be filtered with the above mentioned criteria, however. There would be regular communication between the DPKO and the other training and recruitment institutions.

At each request for civilians for a certain function in a PKO, DPKO would contact all above mentioned institutions and would inform them about requirements. Every institution would :

- go through their roster,
- would identify qualified persons,
- would contact them and ask them about availability,
- communicate the result to DPKO according to the requirements.

DPKO will then have at disposal relevant data about qualified and available persons.

The final selection of qualified civilians (by DPKO) will have to follow two different procedures:

- UN officials. After the selection is made, negotiation is conducted with the releasing Department of office (presently by a joint panel consisting of staff members from the Recruitment and Placement Division and the Personnel Management and Support Service).

- External candidates: The availability of them would have to be checked before their names are communicated to the UN (see above). The final selection of qualified persons would have to be contacted however personally by the DPKO.

With regard to the overall role of the UN in the recruitment procedure, the "coordination role" of the UN, as it is described in the already mentioned Stimson Center Study, seems to be most appropriate. It seems to be the most cost effective and efficient one as well.

APPENDIX

OUTLINE FOR A 3 WEEKS GENERAL PREPARATION COURSE

The general preparation, would inter alia explore the following principle elements:

WEEK 1:

1. Background and Objectives of the Civilian Peace-Keeping and Peace-Building Activities

In order to be prepared for PKOs, civilian peace-keepers need to know the political background and the objectives of these operations. This includes basic knowledge of the concept of the major actors and the current challanges of PKOs in general and the civilian part of it in particlular.

1.1 Development of UN Peace-keeping and its civilian part

Peace-keepers should understand peace-keeping activities, e.g. their goals, structures, organizations, trends and criticisms of them in general and should be familiar with the goals, structures, organizations, and evolution of the civilian part of peace-keeping activities in particular.

1.2 Role of UN- and other governmental and non-governmental organizations

In order to understand their role in PKOs, peace-keepers should know the general background of United Nations Organizations involvement in international conflict management in general. They should also be aware of the debate about goals, structures, organizations and trends (UN-reform, etc.) in particular.

Since there are generally several organizations directly or indirectly involved in PKOs, the preparation should provide basic knowledge of these organizations and their role within this context in order to improve the work of these organizations and to enhance their cooperation. Therefore, the training should provide a clear understanding of the specific features and roles of governmental and non-governmental organizations such as OSCE, EU, human rights organizations, relief organizations, developmental organizations, advocacy organizations etc.

2. Basic Requirements for Civilian Participants

Handling civilian peace-keeping activities in an environment that is frequently hostile and unfamiliar requires communications skills intercultural understanding and management skills.

2.1 Intercultural understanding

Participants will focus on intercultural understanding as a precondition and requirement for constructive behaviour and successful conflict resolution efforts in an intercultural context. They will also learn how to deal with intercultural problems in a constructive manner and to view their own cultural background as an important factor in their work. In particular they should be introduced to issues related to:

- trust building on all sides (e.g., how to start negotiations);
- expressing and making transparent one's own cultural background to others;
- elementary principles of cognitive anthropology;
- the experience of cultural differences;
- deep cultural cosmology.

2.2 Communication skills

Participants will learn how to maintain communication in difficult situations and how to use communication in conflict relaxation (e.g. confidence-building). In particular they will enhance their speaking/listening skills and learn how to understand the dimensions of language within a multi-cultural and hostile context.

2.3 Management skills

Civilian peace-keepers should know about personal and material preconditions for successful work in the field. Management and leadership skills should therefore be part of the preparation and should include:

- Procedures for security assessment;
- Regulations required to follow rational for mandate;
- Planning capacity (making participants aware of these problems: contingency planning, decision-making, implementation);
- Material that is used (resource management - supplies, money, equipment);
- Team work;
- Anger-management;
- How to deal with "Dirty tricks" (attempts to hinder de-escalation and/for enhance conflict escalation;
- One's own terms of culturally specific reference.

WEEK 2:

3. Major Civilian Functions

Although civilian peace-keepers will be expected to already have a certain level of professional expertise before participating in the preparation, they should however also receive basic information about all major civilian functions within PKOs.

Further, preparation for tasks relevant in specific missions should be provided in mission-specific preparation. Additional preparation for specific functions of civilian peace-keeper's should be provided in function specific preparation or through correspondence education elements.

The basic information about the major civilian functions would inter alia include:

3.1 Human rights protection and promotion

Civilian peace-keepers should know about relevant international humanitarian law and human rights law. They should also know about the main measures for the protection and promotion of human rights, particulary those of national and ethnic communities.

3.2 Humanitarian assistance

Civilian peace-keepers should know about the variety of needed humanitarian assistance within mission areas and how humanitarian relief measures are basically implemented;

3.3 Empowerment for political participation

Civilian peace-keepers should be sensitive to the differing concepts of democracy and be able to identify structures and mechanisms which are important for creating a space for political participation. In particular, they should understand the importance of the role of a civil society and its empowerment. Civilian peace-keepers should also know how to support and implement short and medium term measures aimed at stabilizing the political structures (e.g. formal and informal processes of political participation like referenda and elections, administrative measures for increasing stability, reforming and building local authorities and governmental institutions, etc.).

3.4 Sustainable development

Civilian peace-keepers should learn that sustainable development is of special importance for any conflict transformation. They should be able to identify critical events for early warning and for improving the general social situation. Civilian peace-keepers should also be familiar with measures that could support the stabilization and improvement of critical development situations.

4. Principle Civilian Strategies and Practices of Conflict Transformation

Civilian peace-keepers should be able to assess a UN- mission in the context of international conflict formation and transformation processes. Hence, they need to understand that missions have a specific political background and setting. Civilian peace-keepers should know about methods for approaching

problems and the practice of conflict transformation.

4.1 Nature and function of principal conflicts in the 1990s

Participants will learn about the principal conflicts in the 1990s which are the social and political background for international peace-keeping efforts. The particular importance of sustainable development as an underlying factor in conflict formations will be dealt with in greater detail. In order to be able to support these efforts constructively, participants will learn about the nature, function, and different sources and types of conflicts.

4.2 Principal strategies and practices of international conflict resolution

In order to assess peace-keeping activities, participants will learn about principal strategies and practices for international conflict resolution (e.g. "common security", military alliances, regional security regimes, etc.).

4.3 Principal civilian strategies and practices in PKOs

In order to be able to practice civilian peace-keeping activities, participants need to know about the specific civilian strategies and pracitices as well as the organizational aspects of their activities. Participants will learn how to identify strategies necessary for fulfilling their function in PKOs, including some knowledge of negotiation, institutional decision-making, and mediation, which is necessary for the promotion of non-violence, mutual understanding, development of de-centralized decision-making, and citizen responsibility.

Participants should also learn how to put civilian peace-keeping strategies into practice. They will acquire skills in the fields of negotiation, mediation, conciliation, anger management, and "dirty tricks" (attempts to hinder deescalation and/or promote conflict escalation). In this context, they will learn how to reflect, understand and structure their own role.

In particular participants should be introduced to issues related to:

Conflict Formation
- nature and function of conflict
- human awareness of conflicts
- levels of conflicts (from micro to macro)

Conflict Analysis (analytical problem solving)
- how to recognize and analyze the structural, cultural and behavioral features of a conflict and identify the consequences generated by these different features;
- how to identify different:
  - origins (that there is usually more than one cause and more than two parties related to the conflict);
  - stages (knowing the escalation stage of a conflict has

special importance for early warning or selecting the proper approaches and instruments for conflict transformation);
- approaches and instruments which could help to transform the conflict to a less violent stage.

Conflict Transformation Strategies and Models
- how to understand the principles and structural components of those conflict transformation models that promote non-violence, mutual understanding, development of decentralized decision-making and citizen responsibility;
- how to identify skills and strategies necessary for constructive participation in these processes.

Practice of Conflict Transformation
- how to recognize the specific features of conflict formation principles and models, including their application and the participants role in conflict transformation processes;
- outward conflict resolution processes (individual - state);
- inward conflict resolution processes (conciliation models);
  - dealing with hostility
  - building capacity in communities;
- bi-lateral versus multi-lateral forms of negotiation;
- relationship of formal and informal processes (3rd party intervention linked to a social system of intervention);
- building confidence and democracy;
- relieving political, ethnic and other societal tensions;
- power enhancement;
- problem solving.

WEEK 3:

5. Practical Applications and Circumstances of Field Operations

5.1 Organizational framework development and management

Participants learn about the organizational framework in which they have to act. This training will include:
* Structure of organization and decision-making;
* Procedures for security assessment;
* Regulations required to follow rational for mandate;
* Planning capacity (making participants aware of these problems: contingency planning, decision-making, implementation);
* Material that is used (resource management - supplies, money, equipment).

5.2 Organizational aspects of individual participation

Participants will learn about:
* UN field-service organizations and logistics;
* Rights and duties of civilian peace-keepers;
* Team work, especially role definition and coordination;
* UN medical service.

6. Cooperation and Formal Communication Procedures in Field Operations

6.1 Cooperation with UN civilian police and "blue helmets"

Participants will learn about the tasks, rights and duties of UN civilian police and the "blue helmets". They will also learn about linkages and cooperation necessities and possibilities.

6.2 Communication procedures

Participants are made familiar with communication procedures, communication coordination, and learn how to disseminate and channel information. They will learn to communicate within the UN communication systems (basic procedures and basic message handling, reporting, radio communication etc.) and how to work with interpreters and the media.

6.3 Personal role and team work

Participants will evaluate the objectives, methods and instruments of civilian peace-keeping activities in all their dimensions on the basis of their training experience and with regard to their own personal qualifications and capacities (cognitive, emotional and stress).

7. Course Schedule

Each day's program starts at 9 a.m. and ends 6.30 p.m. Every day, except Saturday, 8 working units of 45 minutes each take place. On the second Saturday, 4 units are scheduled. The following activities are not explicitely mentioned in this outline, although they are planned:

- evaluation of the week's courses at the end of each week;
- time for reading and writing;
- intercultural exchange among the participants and with participants of other programs on evenings and weekends.